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ABSTRACT

A meeting of 26 specialists and representatives of international governmental and non-governmental organizations and funding agencies was convened to propose actions that UNESCO could undertake in special education during the period covered by the Third Medium Term Plan (1990-1995). The following four priority areas were identified by the participants as warranting special attention: (1) information; (2) planning, organization and management of special education; (3) training of personnel; and (4) mobilization of resources. The planning, organization, and management area was identified as the core area of focus to be reinforced by supportive action in the other areas. The conference also urged that UNESCO strengthen its presence at the regional level by means of shared expertise and operational activities. The report presents a summary of the discussions and suggestions. The suggestions are divided into those for UNESCO's future action and those for member states. The summary covers the conceptual framework and general principles of the meeting, outcome of background documents, and main issues discussed. Appendixes include a list of participants and a list of documents. (DB)

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UNESCO CONSULTATION ON SPECIAL EDUCATION

Unesco Headquarters
Paris, 2-6 May 1988

Final Report



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CONSULTATION ON SPECIAL EDUCATION

2 - 6 May 1988

Contents

SUMMARY

I.	INTRODUCTION	1
II.	SUGGESTIONS	
A.	Suggestions for Unesco's future action	2-5
B.	Orientations for Member States	5-7
III.	SUMMARY OF PROCEEDINGS AND DISCUSSIONS	
A.	Conceptual framework and general principles	8-10
B.	Outcome of background documents	10-12
C.	Main issues discussed	12-17
IV.	ANNEXES	i
1.	List of participants	
2.	List of documents	

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SUMMARY

The main purpose of the Consultation on special education, organized by the Division of Equality of Educational Opportunity and Special Programmes, was to propose suggestions on actions that the Organization could undertake in this field during the period covered by the Third Medium Term Plan (1990-1995).

The following four priority areas were identified by the participants as warranting special attention: (a) information; (b) planning, organization and management of special education; (c) training of personnel; (d) mobilization of resources.

It should be underlined, however, that planning, organization and management stand out as a core area of focus to be reinforced by supportive action in the other areas.

Furthermore the Consultation urged that Unesco strengthen its presence at the regional level by way of expertise and operational activities.

The report presents a summary of the discussions and puts forward orientations for general consideration at the national level.

I. INTRODUCTION

In conformity with Unesco's approved Programme and Budget for 1988-1989 the International Consultation on Special Education was convened at Unesco Headquarters in Paris from 2-6 May 1988. The main aim of the Consultation was to elicit suggestions concerning the focus of the educational action to be taken by Unesco on behalf of disabled persons and this within the context of the Third Medium Term Plan 1990-1995.

This was the third meeting of its kind convened by Unesco since the Special Education Programme was established in the Education Sector of the Organization in 1966, the first being in 1968 and the second in 1979. The meeting was attended by 26 specialists and representatives of international governmental and non-governmental organizations and funding agencies (Annex I).

The Consultation was opened by Mr A. Chiba, Deputy Assistant Director-General for Education, who underlined the necessity to strive to maintain the momentum in the field of disability generated by the International Year of Disabled Persons in 1981. However, taking note of the present economic situation worldwide and the budget constraints facing Unesco he emphasized the need for Unesco to extend its advocacy and catalytic role and to join efforts with other organizations to find ways of making best use of the existing resources.

Ms K. Savolainen, Director of the Division of Equality of Educational Opportunity and Special Programmes, addressed the Consultation at the closing session and underlined that the broadening of skills and perspectives of all teachers and the integration of disabled children and adults into the ordinary school system can contribute to the creation of a more tolerant and creative climate in the classroom and hopefully will form a step towards creating societies which have more solidarity and which are more human.

Dr Jangira was elected Chairman, Mrs Marcia de Barbra, Vice-Chairman, and Professor Ted Glynn and Dr Y. Qaryouti, rapporteurs.

The Secretariat presented an overview of Unesco's programme in Special Education. This was followed by a brief presentation on the Present Situation of Special Education highlighting issues that need to be further

addressed. The synthesis of the replies to the Unesco questionnaire was later examined.

II. SUGGESTIONS

A. Suggestions for Unesco's future action

In line with the stated terms of reference, the Consultation elaborated specific suggestions to Unesco focusing on four priority areas for the six-year period of the third Medium Term Plan (1990-1995). These are: (a) information; (b) planning, organization and management; (c) training of personnel; and (d) mobilization of resources.

Strengthening action for wider information and greater awareness .

The consultation, having taken note of the major obstacles hindering equality of access to education by disabled persons, strongly urged that Unesco in planning its future programme for 1990-1995, give particular attention to activities aiming at providing information to different target groups and addressing different issues. In particular Unesco should:

- Stimulate and support public campaigns within member States that are designed to increase public awareness of the needs of disabled persons and the benefits that are derived from providing them with effective special education services;
- Conduct and support activities designed to involve the mass media (radio and television) in order to promote a positive and dignified image of disabled persons which would assist in giving them their rightful place in society;
- Compile and disseminate information on successful practice on alternative approaches to special education provision, particularly low-cost-effective programmes;
- Utilize its existing international and regional channels such as the innovative educational networks (APEID, NEIDA, CODEISE, etc.) for dissemination of information on special education.
- Conduct and support information meetings addressed to government officials

and national organizations focusing on what special education is and what it is trying to achieve.

Planning, organization and management

While recognizing that an increasing number of Member States have placed special education under the responsibility of ministries or departments of education, the Consultation urged that Unesco should:

Provide Member States with information and expertise needed in order to place special education under the responsibility of Ministries of Education;

Provide Member States with the necessary information and advice for the development of legislation concerning rights and access to education for disabled persons;

Assist Member States in the development of national plans and in their organization and management exercise by providing an external development team whose task would be to assist in the initiation, development and back-up support, and who will work closely with a local development team ;

Elaborate quality indicators for the evaluation of Special Education provision to be put at the disposal of Member States and Organizations;

Identify and disseminate information about examples of successful special education practice and of successful national plans. In particular, documentation of good practice and strategies for development at the regional level need to be documented and shared between countries of the region;

Strengthen its presence at the regional level by way of additional expertise and operational activities and should give high priority to establishing programmes at the regional level;

Identify those countries where special education provision is least developed and should target those countries for provision of technical and professional advice and assistance;

Ensure that special education finds its due place on the agenda of the Conference of Ministers of Education and Planning;

Compile and disseminate information about the use of available technology in special education and rehabilitation.

Training of personnel

Unesco should make available to Member States a Directory of Training Programmes and resource people available within the different regions.

The Unesco International Institute of Educational Planning should include special education components in its training programmes for educational planners and administrators, and provide training programmes for special education administrators and management personnel.

Unesco should stimulate and support the use of distance-learning modality for training personnel in special education.

Unesco should continue to provide fellowships and study grants particularly for trainers for advanced training outside their country, and for administrators of special education to enable them to gain first-hand experience on innovative projects in other countries.

Mobilization of resources and co-ordination

Considering the present economic crisis confronting the developing world and the international organizations, the need for the co-ordination and integration of efforts in favour of disabled persons is evident. It also appears imperative that additional resources, human and financial, be found to meet the needs of disabled people. To this end Unesco should:

Continue to co-operate closely with the United Nations and its Specialized Agencies, as well as international governmental and non-governmental organizations involved in the field of special education and rehabilitation, and more specifically with WHO, considering the complementary role of these agencies in the development of educational provision for disabled persons such as with community-based rehabilitation and integrated education. To this effect, Unesco and WHO should consider sending joint teams of specialists out to the field.

Integrate in the different divisions of the Secretariat the concerns and interests of disabled persons and ensure that these are reflected in the different programme actions of the Organization.

Impress on funding agencies the necessity to increase their input to the least developed countries.

Stimulate global and regional co-operation for sharing existing technology.

Associate in its work voluntary organizations of disabled persons who could be a resource in identifying projects and contributing towards their implementation.

B. Orientations for Member States

In addition to the suggestions put forward to Unesco, and in the light of the current situation and present trends, the Consultation considered other areas that merited special attention at the national level, namely the elaboration of *national special education plans* and the *training of personnel*. The absence of planning of special education at the national level was highlighted by participants. Governments should be encouraged to develop national plans and the necessary expertise to assist them in this task should be made available. Development of all children, particularly the disabled, depends on the fullest collaboration between a range of professions and does not belong with teachers alone. To this end intersectoral collaboration at the level of local and national government should be clearly addressed as part of a national plan for special education and specific co-ordination mechanisms need to be established between departments such as education, health, social welfare, employment and housing.

The same public bodies responsible for education for all children are also responsible for the education of disabled children. Special education should be under the responsibility of the Ministry of Education in each Member State, and a division should be delegated to administer special education. It is important that plans for Special Education be included in national education plans. However, many countries might start this process by developing a national plan specifically dealing with special education. This plan would provide ways for meeting the needs of disabled persons within an integral part of the overall educational system.

National special education plans should take into account the following basic principles:

They should be based on the principle of non-exclusion, even as concerns the most severely disabled children and adults.

They should provide for the development of the infrastructure to support the production of appropriate curriculum materials, learning materials, appropriate equipment and technological aids, and of modified physical access to buildings and playgrounds.

They should provide for the development of a wide range of support services for disabled persons, to match their individual needs. These support services should include the provision of peripatetic teachers or professionals with expertise not only in special education, but also in the process of consultation and co-operation with children, teachers, parents and other professionals in order to achieve responsible integration.

They should provide for full and open access by disabled people to all the educational resources available to the adult community, i.e. to vocational education and training, and to adult education.

They should seek to establish links between specific programmes being developed in the country and where possible with those of other countries in the Region.

They should include the development and strengthening of relevant voluntary organizations including organizations of disabled persons as well as parent associations. These organizations should be consulted and should participate fully at all stages in the development and planning of provisions and services for disabled persons.

It was further suggested that Member States actively seek to involve disabled persons themselves in planning and development of services for disabled persons, thereby assisting them to undertake a self-advocacy role, and form a national co-ordinating committee for special education which includes representatives from all relevant government departments as well as voluntary organizations.

The quality of educational services for disabled persons depends on the quality of training. Training of personnel should be an integral part of a country's national plan, and training requirements are to be viewed within the perspective of these plans. The following are, therefore, suggested:

Special education should be included as a compulsory component in the pre-service and in-service training programmes of teachers at all levels

(pre-school, primary, secondary, vocational, adult and higher education).

The existing structures and resources for personnel training should be used in the training of special education personnel. Colleges, universities and institutions of higher education should be encouraged to participate and contribute to special education training at all levels.

Training of teachers and other professionals working with disabled persons should as far as possible, be provided within the country where they will work, or within countries of similar socio-cultural context. Advanced-level training should be provided locally, regionally, or if need be internationally. Member States should focus on programmes for the training of trainers.

Orientation courses on special education and related issues should be provided to volunteers, parents, community workers, health workers, etc.

III. SUMMARY OF PROCEEDINGS AND DISCUSSIONS

A. Conceptual framework and general principles

The Unesco Consultation on Special Education reviewed and assessed developments related to special education provision for disabled persons over the past decade. The Consultation took note of a number of recent and important United Nations and Specialized Agency documents that have been and continue to be instrumental in promoting developments in special education worldwide:

Unesco Expert Meeting on Special Education, Paris, Unesco, 1979 (ED-79/CONF.606/COL.28).

World Conference on Actions and Strategies for Education, Prevention and Integration, International Year of Disabled Persons, Torremolinos, Spain, 1981, Unesco (ED/MD/68).

World Programme of Action Concerning Disabled Persons, New York, United Nations, 1983.

Manual on the Equalization of Opportunities for Disabled Persons, New York, United Nations, 1986.

Global Meeting of Experts to Review the Implementation of the World Programme of Action Concerning Disabled Persons, Vienna, United Nations Office, 1987.

In the light of the above, the following statement of basic principles was elaborated, and formed the conceptual framework adopted by the Consultation for its task in formulating suggestions to Unesco's future programme in the field of special education. These basic principles could also assist Member States in reviewing their action in this domain and in orienting their priorities for the years ahead.

Statement of general principles

Within the context of education for all, the exercise of the fundamental right to education which is solemnly recognized for each human being should be respected. The principle of education for all asserts the right to an education suited to the individual needs of children regardless of the degree of their disability or special need. Resources provided for education

should cater for all children irrespective of whether they are disabled or not. Disabled persons are entitled to an education that is comprehensive and provides a continuity of services, from early detection and early intervention, through schooling, vocational education, independent living in the community and lifelong education. Disabled persons are entitled to an education which provides for their individual needs, and which introduces them to an increasing range of choice. They should receive an education which responds to their specific needs rather than to their category of disability. Disabled persons are entitled to a *quality* education, where quality is evaluated in terms of possibilities that education offers to ensure that disabled persons:

- experience a sense of participation and achievement with the group with whom they receive this education;
- achieve increasing independence within the context in which they receive their education;
- participate in decision-making about choices of educational programmes, and thereby learn the skills of self advocacy;
- receive their education in contexts which reflect an ecological perspective, that is, contexts which involve family and community resources to the full.

The development of learning of children can only be understood in terms of the environments in which they are living and learning, namely the environments of home, school and community. Recognition of this ecological perspective represents a definite movement away from a defect-oriented education programme.

Responsibility for special education is the responsibility of the total education system. There should not be two separate systems of educational provision. Indeed, the wider education system itself will benefit from making the necessary modifications to accommodate the needs of disabled children.

If we succeed in creating an effective learning situation for disabled persons within the ordinary school system, we also prepare the ground for an educationally ideal situation for all pupils. However, considering the present stage of developments in most Member States, and in this transitional period in particular, special education may need to remain an

entity as an administrative measure within the general education system to ensure necessary resources and support. Nevertheless, practitioners in the field need to ensure that the issue of special education provision comes on the agenda of school reform, and that the rationale for special education provision should be within the principle of equality of opportunity and the right to education. For disabled children, early childhood and pre-school education is critical for the development of the person's full potential. Education concerns everything that helps children to develop and early intervention is fundamentally an educative process. This entails also providing direct support to families through culturally appropriate community-based rehabilitation services. Parents of disabled persons can play a major role in their education. This can range from contributing to assessment and curriculum planning to implementing programmes and monitoring progress. Professionals impinge on the lives of disabled persons for a limited time-span and in certain contexts only. If they are to have maximum beneficial effect, their input must be integrated with the more enduring involvement of parents.

Education does not end with the completion of schooling. All educational resources for disabled persons should not be expended at the pre-school and school levels. Due attention should be given to vocational education as well as adult education.

While taking note of developments in educational provision for disabled persons in the last decade, the participants recognized that many of the principles adopted in the 1979 Unesco Expert Meeting Report have yet to be realized. The two reports, therefore, need to be seen as complementary. In the light of the principle of Education for All, in which disabled persons will increasingly take their natural place within the regular educational system, there is a growing awareness of the need for major structural and systems change within the field of education.

B. Outcome of background documents

As a point of entry to the discussion on Unesco's future action for 1990-1995, the Consultation took stock from the two main background documents, namely the 'Present Review of the Situation of Special Education' and the

replies of participants to the Unesco Questionnaire. These two documents were highlighted by Dr S. Hegarty and Mr A. Labregère respectively.

The review is based on the replies of 58 countries to a questionnaire sent out by Unesco to ministries responsible for special education. The information was collected in 1986 and 1987. The rate of response to the questionnaire sent out was 75 per cent, which is an indication of the concern and interest of Member States.

The information provided reflects the discrepancies in the level of progress between the different regions and between countries. This ranges from a series of individual uncoordinated developments to a stage of experimentation moving to a more structured and planned action of reform and development. In sum, it could be said that special education is in a transitional stage, moving towards a clearer affirmation towards education for all.

The questionnaire addressed to the participants sought to define the dynamics of the present situation, the obstacles that need to be addressed and the priorities for Unesco's action.

The salient points arising from the two documents are noted below.

Trends

A marked increase in legislative activity bearing on education of disabled persons.

A marked increase in ministries of education assuming the responsibility of special education.

A gradual shift of moving the responsibility of pupils with special needs from the special school to the ordinary school system so that the needs of all children can be met.

Gaps

There is little or no pre-school provision for disabled children, and post-school provision is relatively limited.

There is still evidence of the exclusion of some disability groups from access to education, in particular the severely and multiply disabled.

The role of parents in the education of their disabled child is still limited, there is need for greater parental involvement and partnership.

There is an expressed need for information exchange on various aspects of successful practice in different countries.

Obstacles

Inadequacy of perceptions and thus in policy formation which is very much linked to attitudes whether they be cultural, religious, political or ideological.

Rigidity in legislative and administrative provision especially as related to rigid characterization of disability and categorical allocation of resources often not matched to individual needs.

The discrepancy between what exists and our present knowledge of what should exist due to poor dissemination of knowledge.

Special education in some countries is still perceived as a charitable venture - a welfare programme. Responsibility of special education is not always with educational authorities.

The administrative and professional separation that continues to divide the educational community into 'special' and 'regular' components isolated from each other.

C. Main issues discussed

Legislation

There has been a marked increase in the number of Member States which have enacted legislation concerning right and access to education of disabled persons. However, concern was expressed that such legislation is not always enforced. Legislation for special education has helped a number of countries to move ahead. The absence of favourable legislation particularly in developing countries is seen as an obstacle to progress in this field. Legislation could facilitate getting support and resources and changing public attitudes. It can also legitimize the provision made for those with special needs by putting it on the map as it were and locating it within more general educational frameworks.

People involved in elaborating legislation should be well informed on developments in the field of disability, current trends, new concepts and alternative educational provision to ensure that outmoded concepts and

inappropriate models of provision are not adopted and replicated. Moreover the participation of disabled persons in the elaboration of legislation needs to be ensured so that their general and specific needs are covered.

Planning, organization and management

The development of special education is not something that can be done in isolation. An effective programme is a natural extension of the cultural and education system in a particular country. Facilities and services for children and young people may therefore vary widely and should be appropriate to their cultural contexts. Social and cultural values, attitudes to disability, traditional approaches to meeting the needs of disabled children, are important matters that we need to be aware of and take into account when initiating action in this domain. Context-specific modalities of educational services for the disabled will also depend on the geographical context, the level of development of support, administrative infrastructures, the nature of the primary- and secondary-school system, and on the levels of staffing, training and competence of personnel.

While noting with satisfaction the developments that have occurred over the past decade, in particular the increase in the number of Member States which have placed the responsibility of special education with Ministries of Education, the participants underlined with great concern the absence of planning for special education on the national level. Considering the magnitude of the needs of disabled persons, and in view of the shrinking of resources for education in general and special education in particular, the first challenge to be addressed is the development of appropriate national plans which will adopt suitable organization and management structures to ensure better utilization of resources and quality of service.

Although the process and mechanisms for promoting change are understandably different between countries, there is no doubt that a realistic national plan, based on a clear statement of resources including personnel, will need to be matched with a national commitment at the highest decision-making level. The commitment of the national authorities to a development programme will be the most significant determinant of the success of the programme.

Choices will need to be made about which kinds of needs are to be met first. Resources are unlikely to be available to do everything at one time. These choices may reflect priorities with respect to the type of disabilities, but also within the context of special and generic provisions in a given community. National action plans thus will need to be given priority and the organizational aspect should be well planned and objectives need to be specific and tangible.

National plans should address the problems of imbalance of provision across different disability groupings (for example, the severely and multiply disabled) and should address the problem of equitable access to resources for women and girls who are disabled.

Strategies for educational provision¹

The participants considered alternative strategies for special education provision. The proposed forms of provision are not to be seen as one substituting for the other, but as actions which complement each other with the aim of reaching out to the greatest number of disabled persons and their families.

The Unesco Review of the present situation of special education brings forward two important aspects characteristic of developments today. First, of the 51 countries supplying information on special education provision, 34 had provided for the needs of fewer than 1 per cent of pupils. Second, taken into consideration the varied forms of special education provision, special schools were by far the most common form of provision, followed by special classes in regular schools. In line with the above, WHO estimates that present institution-based services cater for only 1 to 2 per cent of the people in need of rehabilitation in developing countries.

Conscious of the magnitude of the problems and stemming from the principles of normalization, integration and participation, the consultation discussed integrated education and community-based rehabilitation and recognized them as two complementary approaches in providing cost-effective and meaningful education and training to disabled persons. If we are to reach the unreached, these two vital components of a comprehensive global strategy must be developed and expanded.

1. Reference papers for this issue were provided by T. Glynn, N.K. Jangira, P. Mendis and K. Wedell (Annex 2).

Given the size of the demand and the limited resources available, the education and training needs of the majority of disabled persons cannot be met by special schools and centres.

Special schools today could be used as resource centres for outreach programmes, such as providing in-service training for ordinary teachers, outreach support services for families and disabled children, or providing educational support to pupils with special needs in the ordinary school.

In a number of countries school clusters have proved to be a useful strategy for mobilizing educational-support resources for special needs. Resource personnel such as advisory teachers, educational psychologists, teachers in special units or special schools could organize outreach support more effectively through close links with a cluster of schools.

Community-based rehabilitation (CBR) is being used by an increasing number of developing countries as a strategy to eliminate the constraints of institutional-based rehabilitation. Its implementation in a given country will depend on that country's strategies for socio-economic development. Often, countries start by setting up a CBR project in a selected area or areas, which gives the base for gaining national experience and expertise, and the next phase is the launching of a countrywide programme as part of a national plan.

Early intervention is another essential service delivery area which must be given higher priority. The interruption of normal child development in a disabled child is often far more serious than the direct consequences of the disability.

Based on the principle of education for all, the main point of entry to the ordinary educational structures is by bringing about the necessary modification to the school curriculum. Curricular materials, teaching methodology, school buildings should take into account the wide range of needs of children. The progress of any given child within an education system will be augmented or handicapped to the extent that this positive planning has or has not occurred for the child.

Education must give disabled persons the tools with which they could manage in their immediate environment and society as a whole. These tools are the skills needed in everyday life. Education must be individual-centred and local-environment oriented, leading to productive work.

Training of personnel

In line with the principle of a school for all, participants underlined the importance of capitalizing efforts on training regular teachers to work with pupils with special needs, and that it is no longer sufficient to train special education teachers to work with individual disability groups.

Orientation of training programmes should match the trends in educational provision, namely with regard to integrated education and community-based rehabilitation. A new profile for teachers is needed, and also the role of special teachers needs to be reconsidered. Special teachers today need the skills to work as resource teachers and in different settings.

Non-categorical training programmes which prepare teachers to work with children with all types of disabilities in addition to providing specialization in one or more specific disability areas should be encouraged.

The development and improvement of personnel training programmes depends on the competencies of the trainers. The short-term episodic in-service training approach for trainers is not sufficient and not always effective. We observe a certain sterility and lack of appreciation of the range of training components necessary in the preparation of personnel to work with disabled persons - to work through a continuum of services and have good family support and involvement. There is a need for interaction with other academic disciplines and between professionals for a strong transdisciplinary focus.

Although we need to train personnel at different levels for different tasks and responsibilities, the Consultation recognized that the bulk of personnel needed would be from the first and second training levels, if we considered four levels of training.

In any training exercise back-up support and evaluation should be built into the training programme.

Technology

Technology has varying levels of technical sophistication and covers several areas like prosthetic aids, compensational aids, learning aids, communication and information aids. It is assuming an increasing role in society in general and special education in particular. Member States should be aware of the possibilities of technology for providing effective and worthwhile learning opportunities as well as opportunities of independent living for all persons

with disabilities. When technological advances occur within the realm of regular education, it is important that persons receiving special education do not miss out and become further disadvantaged. Technology should, therefore, be used to enhance access to, and success in, the school curriculum for children with disabilities.

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LIST OF DOCUMENTS

A. DOCUMENTS PREPARED FOR THE CONSULTATION

- Review of Unesco's Special Education Programme, 1979-1987
- Summary of Replies of Participants to the Questionnaire

B. PAPERS PRESENTED ON "ALTERNATIVE STRATEGIES FOR SPECIAL EDUCATION PROVISION"

- School-based support for mainstreaming: The role of the New Zealand Educational Psychologist, by Prof. Ted Glynn, New Zealand
- Special Education for the Disabled: Designing a model for developing countries, by Dr. N.K. Jangira, India
- Planning, Implementation and Back-up Support for Community-based Rehabilitation, by Mrs Padmani Mendis, WHO

C. SOME UNESCO DOCUMENTATION ON SPECIAL EDUCATION

Terminology of Special Education - IBEDATA series
A revised edition of a quadrilingual publication providing clusters and glossary of terms used in special education, in four languages : English, French, Spanish and Russian

Educational Documentation and Information
Unesco-IBE N° 227, 1983

An annotated bibliography on Special Education

Consultation on Alternative Approaches for the Education of the Deaf, Unesco, Paris 18-22 June 1984, Final Report
Unesco 1984 (ED-84/WS/102). Summary of trends and principles in the field of education of the deaf and suggestions for enhancing developments at the national and international level

Helping Handicapped Pupils in Ordinary Schools : Strategies for Teacher Training
Report on a survey of fourteen countries, Unesco 1986

Directory of Special Education, IBEDATA Series - Second Edition 1985
An updated edition providing data on developments in the field of Special Education within Unesco's Member States

Guides for Special Education - New Series

1. The Education of Children and Young People who are Mentally Handicapped, by Dorothy M. Jeffree
2. Working Together : Guidelines for Partnership between Professionals and Parents of Children and Young People with Disabilities, by P. Mittler, H. Mittler and H. McConachie
3. Testing and Teaching Handicapped Children in Developing Countries, by David Baine
4. Education of Deaf Children and Young People, by the Centre for Total Communication, Denmark
5. Access by Young Handicapped Persons to Communication and Language, by Aimé Labregère
6. Teaching Visually Impaired Pupils in the Ordinary Class-room, by Kirk Horton, Helen Keller International
7. Education and Training of Children and Young People with Cerebral Palsy, Editors Henning Rye and Miriam Donath Skjærten

Sociocultural Aspects of Disability : a commented bibliography (1988)

Assessment and Early Intervention Services for Handicapped Children, Unesco - Unicef Digest Series N°22 - 1987

Language Curriculum Planning for Deaf Children
A training manual for developing a curriculum, with a commented slide presentation (1988)

Selected Case Studies on Special Education (1988)
Chile, Costa Rica, Ghana, Ireland, Japan, Kenya,
New Zealand, Norway, Philippines, Sri Lanka and
Yugoslavia

New Information and Communication Technologies :
Their Impact upon Educational Opportunities for
Disabled People (1988)

Educating Handicapped Young People in Eastern and
Southern African by David Ross (1988)

Review of the Present Situation of Special Education.
This study is based on replies of 60 countries and
covers various aspects of special education provision:
policy, legislation, administration (1988).